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ABSTRACT

This guide to developing "Activity Days" for gifted children is a product of a New Jersey consortium of eight school districts in Burlington County, New Jersey. Briefly considered are the consortium's philosophy and program rationale. Goals and objectives of the gifted program are specified. The origins of the Activity Day program component are reviewed. An Activity Day is a highly organized experience in which teachers, administrators, parents, and guest speakers cooperate to expose gifted children from all consortium schools at one grade level to four interest area workshops, an arts performance, and new experiences and friends. Criteria for Activity Day participation are given. An outline is provided to help plan an Activity Day with information on staff roles, site selection and preparation, transportation, the course of study, assignments of students, the agenda, and information dissemination. Much of the document consists of detailed Activity Day lesson plans at the sixth grade level. Topics include the part-changing method of problem solving, handwriting analysis, writing for fun and profit, self-understanding, making a filmstrip, logic, extra sensory perception, properties of light, and bats. Sources of outside speakers and a sample agenda with suggested Activity Day workshops for grades 3 through 8 are also included. Various evaluation forms complete the guide. (DB)

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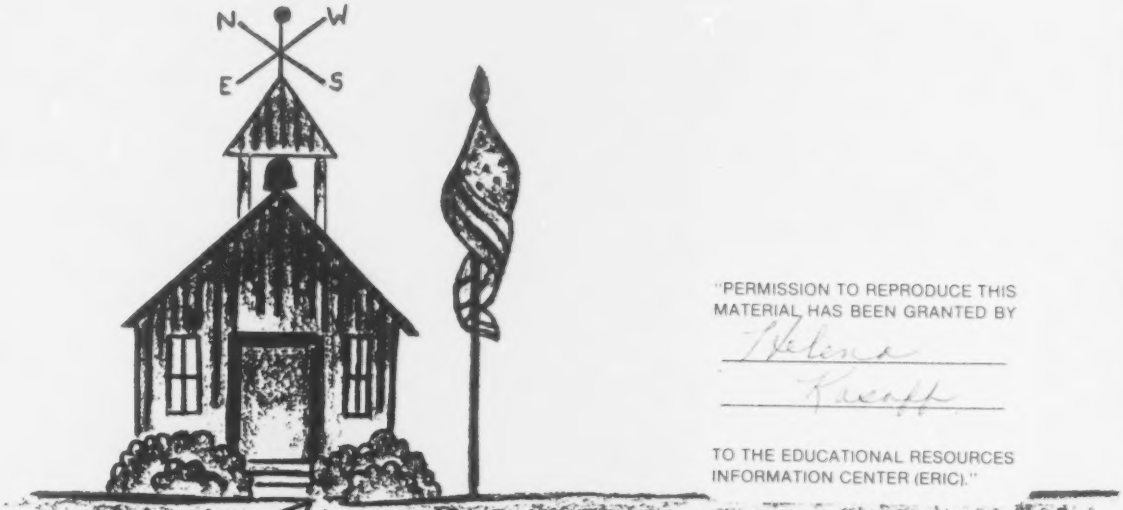
OPERATIONS GUIDE



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AN ENCOUNTER WITH INQUIRY

NORTHERN
BURLINGTON COUNTY
GIFTED EDUCATION
CONSORTIUM

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June 1989

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I N T R O D U C T I O N

The Northern Burlington County Gifted Education Consortium (NBCGEC) has developed a model for collaborative efforts, curricula goals, resources, and activities designed to effectively serve academically talented elementary school students. It is innovative and contains clearly established procedures to address the needs for diversified programming, varied instructional strategies, expanded resources, broadened spectra of experiences, and "increased monies". It provides choices in advanced areas of academic endeavors, including co-curricula activities within and beyond the regular school day.

Offerings of diverse differentiated study and activities are provided for all schools in the consortium through shared personnel and resources. These offer students a broader range of selections for individualized study. Scholastic challenges are joined to opportunities for intellectual, emotional and social development through interschool activities.

Consortium members coordinated budgets to avoid duplications of expenditure of funds. The methodologies developed, the working relationships initiated and the resources shared produce an operationally effective consortium. The Operations Guide helps the schools to easily utilize and adapt the management of this instructional approach to their own needs.

Use of a consortium presents answers for elementary (grades 1-8) schools with gifted programs by funding the resources and experiences needed to serve gifted students efficiently. The degree of success of a consortium is commensurate with the commitment and participation from all of the administrators, teachers, and parents in the collaborating districts.

Eight school districts are the members in the NCCGEC. These districts are in a ten mile radius in the northern region of Burlington County. Two of the participating school districts are K-8 schools; one district is K-12; four are K-6 and one district is grades 7-12 (the recipient of the students from the four K-6 districts).

P H I L O S O P H Y

As educators and parents attempt to meet the challenges of a rapidly changing society, it becomes apparent that our most valuable resource is human potential. Developing this potential in our children is a major aspiration so the Northern Burlington County Gifted Education Consortium (NBCGEC) was established.

The goal of the Consortium is to involve students in learning experiences designed to meet their unique needs and interests, either as individuals or in small groups. To provide this, a wider variety of instructional materials and teaching strategies is essential.

The Consortium believes in providing appropriate opportunities for gifted children which strengthen intellectual and creative abilities, and foster understanding of leadership skills and responsibility toward society.

R A T I O N A L E

When teaching students at either end of the intellectual spectrum, handicapped or gifted, it is evident that the curriculum and teaching strategies must deviate from those employed for the average learner.

National and state legislation has supplied the impetus for the education and the funding for the handicapped. The Jacob K. Javits Gifted and Talented Student Education Act of 1988, (Title IV, Part B, P.L. 100-297) has been funded in the fall of 1988, to encourage the expansion and improvement of appropriate educational opportunities for the nation's gifted youth. A high priority of the act is "to improve the capability of schools in a(n)... region...through interagency cooperation."

At the present time, in New Jersey, Chapter 212 of New Jersey Statutes of Title 18A requires public schools to provide educational opportunities for gifted and talented students. (N.J.A.C. 6:8-3.5 (a) 1). Much latitude is permitted in meeting the requirements for educating the academically talented. Therefore, planning should provide for the development of an educational plan and a variety of educational programs and services. Students in all socioeconomic and cultural groups capable of high performance should be afforded access to these programs and services.

G O A L S and O B J E C T I V E S

Schools must provide the proper guidance and the educational climate necessary for each gifted/talented student to develop a positive self-image and the ability to function constructively in today's society and world. A variety of teaching strategies and methodologies are necessary to accommodate the individual learning styles of gifted students and to provide the opportunities for development of their academic, creative, and leadership abilities. The program's goals are to:

1. cultivate critical thinking skills;
2. foster self-direction and independence;
3. stimulate the desire to experiment.

Objective #1: To cultivate critical thinking

Critical thinking involves purposeful investigation, evaluation, analysis and synthesis of collected data, and interpretation and application of materials.

Given a variety of print and non-print materials the student will demonstrate ability to:

a. collect data using school, community and other resources;
b. analyze the data;
c. synthesize the data;
d. present many ideas and alternate solutions;
e. support inferences;
f. make unusual associations;
h. redefine elements in the data;
i. state generalizations;
j. form concepts.

Objective #2: To develop creative thinking

Creative thinking includes the ability to perceive objects and concepts in an unusual way and to rearrange or categorize and synthesize elements of thought.

Given a variety of printed and non-printed materials, the student will demonstrate the ability to:

a. brainstorm original ideas and concepts;
b. derive unique solutions;
c. make guesses and hypotheses;
d. work with concentration.

Objective #3: To develop responsibilities

Responsibility involves individual goal setting, initiative, independence, organization of time, motivation, and an ability to pursue activities based on interest or personal need.

Given a list of activities, the student will demonstrate the ability to:

a. develop a work plan;
b. organize time effectively;
c. select activities to reach their goals.

Objective #4: To develop increased knowledge

Increased knowledge is reflected in a product resulting from extensive research, good organization, and complex thought.

Given a body of information, the student will demonstrate:
a. participation in advanced instructional experiences;
b. involvement in extensive research;
c. comprehension of pertinent information;
d. integration of experiences and information to produce a result.

Objective #5: To develop leadership skills

Development of leadership involves holding and assuming positions of leadership, acceptance by others as a leader, and providing assistance to others through dedication of time, energy, and ability.

Given a task, the student will demonstrate the ability to:
a. be relied upon to do what has been promised;
b. show co-operation;
c. instill in others (partly by example) a sense of mission;
d. energize others to think and act for the achievement of objectives.

Objective #6: To develop a positive attitude and self-understanding

A positive attitude is demonstrated by an awareness of one's strengths and limitations and by respect for the rights and differences of others.

Given the opportunity to interact with students of diverse ethnic and socio-economic backgrounds and various abilities, the student will demonstrate:
a. an attitude of respect;
b. recognition of the rights and differences of others;
c. a realistic awareness of his/her strengths and weaknesses;
d. self-understanding and confidence in his/her abilities.

Objective #7: To provide opportunities for academic acceleration through varied educational strategies and methodologies.

Given the opportunity, students of outstanding ability and capable of high performance will demonstrate:
a. increased knowledge in specific academic area;
b. increased awareness of learning which interdisciplinary in academic content.

The Birth of an Activity Day

The idea for a consortium was born in the early morning hours of June, 1986, following a picnic for district administrators. That brainstorming session was a culmination of months of on-going discussions that led to a summer get-together for teachers in neighboring districts. The following January, 1987, in a cold Community Hall, the first Activity Day for sixth, seventh, and eighth graders took place. It was a huge success!

In the next few years, the NBCGE Consortium grew to include Activity Days for fifth, fourth, and third graders. We had so many children, we found we could successfully manage only one grade at a time. Now three years later, Activity Days have come to mean an extremely motivational, exuberant, and highly organized experience in learning for all. Teachers, administrators, parents, and guest speakers team knowledge, energies, and resources to challenge young learners. On a typical Activity Day, all of the children join together for a welcome. Excitement is high! Each child's schedule is arranged ahead of time and written in multi-colors on his/her name tag. Then, off they go to the workshops. In a day, each child participates in four workshops and enjoys an additional performance together at lunchtime. Eating and learning together often foster new friendships.

As we grow as a family, the commitment, the time, and the things we do together also grow.

I D E N T I F I C A T I O N

Identification procedures for the consortium are specific to each member district. In order to participate in Consortium Activity Days, students in grades 3, 4, 5, 6, or 7 and 8 must be identified for the gifted/enrichment program in his/her own school. The criteria for identification in the member schools vary as noted on the "Student Identification Matrix". (Appendix).

The Consortium participation reflects 10-20% of the student population of member districts. It includes socio-economically and culturally disadvantaged students who are identified in their districts by teacher recommendations.

The Consortium has begun discussion to develop a singular, unified identification procedure.

PLANNING AN ACTIVITY DAY

I. ROLES

A. Activity Day Facilitator (A.D.F.)
   1. Coordinates all parts of Activity Day
   2. Troubleshoots problems

B. Site Facilitator (S.F.) - assists A.D.F.
   1. Preparation of site
   2. Managing Activity Day

C. District teacher/administrator
   1. Organizes district participation in Activity Day
   2. Prepares individual Activity Day presentation

II. SITE

A. Selection of Site (A.D.F.)
   1. Review of available sites (schools, training hospitals, community centers, malls, colleges, municipal buildings)
   2. Application for Site
   3. Follow up and coordination

B. Preparation of Site (S.F. coordinated with A.D.F.)
   1. Room set-up (tables, chalk, paper, etc.)
   2. AV equipment
   3. Teaching needs (i.e. chalk, board, scissors, pencils, paper, etc.)
   4. Student needs (i.e. tables, scissors, pencils, paper, etc.)
   5. Special needs (i.e. darkroom)
   6. Lunch facilities
   7. Bathrooms
   8. Custodial
   9. Name tags
   10. Public relations, photos, etc.
   11. Time signals
   12. Runner (collect evaluations, obtains supplies, etc.)
   13. First Aid Kit and phone # of available/nearby nurse and medical resources

C. TRANSPORTATION
   1. Bus coordination (i.e. P.O.) (A.D.F.)
   2. Chaperones for buses and/or walkers (District teachers & administrators)
   3. Schedules (D.T. & A.)
   4. Parking (cars and buses) (S.F.)

III. COURSE OF STUDY

A. Results of interest survey of students and district curricula coordinated with daily instructional schedule and long term

B. Teachers' expertise

C. Expertise of guest speakers
   1. Skills and knowledge of resource personnel from member districts who volunteer to teach a lesson (i.e. superintendents, principals, child study team members, nurse)
   2. Abilities, interests and availability of community resource people who serve as instructors (i.e. parents, newspaper people, local business people)
   3. Expertise and availability of persons or groups of persons outside of the community who offered an informative session or assistance in a lunchtime learning session. (i.e. World Book Co., JCP&L, PSE&G, AT&T, Hospitals, Fire Department, Karate School, Speakers' Bureau)

D. Assignments of students

E. Emergency/substitute lesson available

IV. AGENDA (A.D.F.)

A. Master list of site facilitator
   1. Day of the week
   2. Time schedule
   3. Student grouping
   4. Teacher/presentor location
   5. Equipment and material delivery

B. Group list and schedule for each teacher and guest speaker

C. Lunchtime activity schedule
   1. Student eating time and place
   2. Large group interaction with topic, guest speaker, etc.

D. Culminating activity

V. DISSEMINATION OF INFORMATION

A. Administration (A.D.F.)

B. G & T teachers (A.D.F.)

C. Students (D.T.)

D. Parents - letters, permission slips, etc. (D.T.)

E. Classroom and special area teachers in each district (D.T.)

F. Guest speakers (A.D.F.)

G. Other personnel (i.e. kitchen, janitorial staff) (A.D.F.& S.F.)

H. Transportation (D.T. & A.)

VI. EVALUATION

A. Activity Day Staff (A.D.F.)

B. Students (A.D.F.)

C. Guest speakers (A.D.F.)

D. Parent feed back (A.D.F.)

VII. FOLLOW UP

A. Review and critique of evaluation procedure (outlined above VI, (A. & D.)

B. Payment of bills (site fee, ice cream, etc.) (A.D.F.)

C. Correspondence (A.D.F., D.T & A.)

Checklist for Planning can be found in the Appendix

SPECIAL PLANNING NOTES

Each grade level Activity Day should have a Survival Kit on hand. The contents of this kit should be known and "usable" by all teachers, administrators, the Activity Day Facilitator and, if possible, a volunteer parent-assistant. Its contents should include:

1. A Substitute Lesson Plan (to be used in case of a teacher's/presenter's absence). This plan should be coordinated with the interests, ability levels, and special characteristics of each grade level/group Activity Day.

2. The Box which contains "everything a teacher could ask for, but forgot to ask"! (i.e. pencils, tape, paper)

Consortium Developed Resources: (See Appendix)

1. Outside speakers available
2. "Getting your Writing In Print"
3. "Making Your Art a Winner"
4. "Come On Down" (Creativity Contests for students)
5. "Contacts, Resources for G&T Education: New Jersey"

The following is a sample agenda and lesson plan designed for the 6th grade Activity Day. Agendas and lesson plans for grades 3, 4, 5, 7, and 8 are available from the Consortium upon request.

NORTHERN BURLINGTON COUNTY GIFTED EDUCATION CONSORTIUM
Burlington County
New Jersey

Activity Day Lesson Plan: Part-changing Method of Problem Solving

Grade Level: Sixth

Instructor: David Kahley, North Hanover Township

Materials: Art and Lined Paper
Pencils
Crayons
Magic Markers
Worksheets (attached)
Cereal boxes covered with plain paper

Objectives: Learner will demonstrate ability to understand part-changing method of problem solving, appreciate when it might be an appropriate technique, and use the technique in a simple simulation of a real-world problem.

Procedure:

1. Anticipatory Set: Ask student to pretend that they are members of a research and development team of a large bicycle corporation and that they will have to change a line of bicycles to make new and better ones. After fielding a few suggestions, interrupt and say that companies already have a technique to do this and the lesson today is about this way.

2. Introduce concept of attributes as parts of whatever item is to be changed. Use a number of examples such as what are parts of basket, a dish, an umbrella, a rose. By doing this, develop a certain commonality of attributes such as color, size, shapes, etc.

3. Then, use the first part of the lesson which is an analysis of a piece of chalk into the three attributes of color, size, shape. Next, students are to brainstorm as to different colors, sizes, and shapes, that chalk could be if the product were to be improved. Have each student pick his own favorite combination of color, size, and shape. (It is interesting that some students will want to use a shape, size, and color that appear to go together and that they have thought of at the same time. Have these students try to generate three separate lists to truly understand how the concept is supposed to work.)

4. The main content area of the lesson is devoted to breakfast cereal. After a discussion of the possible attributes of cereal - color, shape, size, and flavor, students are reminded that they are part of the research development team of the National Cereal Co., and must come up with a new cereal using the part-changing method. Students individually make lists of possible colors, shapes, sizes (from grain size to box size), and flavors, combining them in new ways to make new marketable breakfast foods. Students are then encouraged to name their new product, make up a slogan for it, and to draw a cereal box to try to convince others to purchase their product. Individual-sized cereal boxes with their graphics covered with heavy white paper can be provided for this activity.

SUMMARY: Remind students of the steps in using part-changing

1. Analyzing a product for parts or attributes;
2. Brainstorming for all possible ways that each attribute or part could be changed;
3. Recombining the changed attributes(s) to make a new improved product.

NORTHERN BURLINGTON COUNTY GIFTED EDUCATION CONSORTIUM
Burlington County
New Jersey

Activity Day Lesson Plan: Handwriting Analysis

Grade Level: Sixth

Instructor: Helena Kosoff, North Hanover Township

Materials: Written research data packet
Samples of handwriting (celebrities and local personalities)
Handwriting samples from letters, magazines
Chalk board, chalk and erasers
Overhead for teacher made overlays

Objectives:

Students will learn introductory information on handwriting analysis research data and apply it to their own writing and to handwriting samples of others. Reading, analysis of data, transfer and application of data, evaluation, and positive peer interaction are skills for the learner.

Procedure:

1. Presentation of (1) definition of handwriting analysis, and (2) when, how and why (reason) for its use.

2. Presentation of the use of handwriting analysis at students' level.
   A. picture of you
   B. social application at parties
   c. other

3. Reading and discussion of research

4. Application of research to handwriting samples of celebrities and local personalities.

5. Application of data to one's own handwriting (analysis).

6. Peer interaction and analyzing each other's handwriting with an awareness of stressing the positive aspects.

7. Closure: Relating and interrelating the above procedures. Questions and answers and student input.

8. Evaluation

NORTHERN BURLINGTON COUNTY GIFTED EDUCATION CONSORTIUM
Burlington County
New Jersey

Activity Day Lesson Plan: Writing for Fun and Profit

Grade Level: Sixth

Instructor: Eileen M. Heffner, Pemberton Boro

Materials: Frank, Marjorie, If You're Trying to Teach Kids How to Write, You've Gotta Have This Book, 1979.
Incentive Publications
Box 120189
Nashville, Tennessee 37212

Lee, Barbara, Leading to Reading, 1983.
Berkley Books
New York, NY

Teacher made compilation of book and magazine companies, etc. which publish children's writing, (enclosed). Samples of magazines, i.e. Jack & Jill, Creative Kids

Objectives:

1. Students will be encouraged to write for self-satisfaction and for publication.
2. Students will become acquainted with magazines which publish children's work.
3. Students will complete a cartoon to be submitted to Kid City.

Procedure:

1. Brainstorm types of writing: ads, bedtime stories, captions, riddles, silly sayings, travel posters, etc.
2. Brainstorm things to do with writing aside from publication: wrap it as a present for someone special; send it to a nursing home; read it to a younger kid; bake it into a cookie; save it until you're 25...etc.
3. Review and discuss sample magazines: World, Creative kids, Owl, Reader's Digest.
4. Collaborate or work individually on a cartoon for Kid City.
5. Encourage students to send creative writing to G&T teacher by April, 1989. Work will be included in a booklet which will be distributed to participating students and G&T programs in June.

NORTHERN BURLINGTON COUNTY GIFTED EDUCATION CONSORTIUM
Burlington County
New Jersey

Activity Day Lesson Plan: Who Am I?

Grade Level: Sixth

Instructor: Janice B. Ordog, Florence Township

Materials: Pencils
Index Cards
List of questions (20 interpretive about self)
File Folders
Magic Markers
Crayons
Reference Books that include:
- Sign Language for the Deaf
- Braille
- Nautical Flags Code
- Morse Code
- International Codes
- Etc.

Twenty Questions

1. Favorite color
2. Lucky #
3. Favorite food
4. Favorite season, why?
5. Favorite sport/game
6. Favorite song/group/type of music
7. Favorite book/type of book
8. Favorite subject in school

If I were _____, I'd be a _____.

9. an animal
10. an object
11. a building
12. a fictional character
13. a famous person
14. a cartoon character
15. a car
16. a body of water
17. a musical instrument
18. a circus performer

19. Describe your life as a weather report.
20. If you could live during any time period, when & why?

Objectives:

1. After being introduced to many forms of communication, students will be able to communicate their names in many forms.

2. Students will learn about themselves by answering twenty self-interpretive questions.

3. Students will learn to interpret and identify others by matching answer cards to owners.

4. Students will use higher level thinking skills such as creativity, originality, flexibility, interpreting, synthesizing, and elaborating to create a design of themselves using their answers to the self-interpretive questions.

Procedure:

1. Students answer the 20 questions with pencil on index cards - no names.

2. Index cards are collected, shuffled.

3. Each student chooses a card, reads the answer aloud, and guesses the identity of the author. Return the card to its owner.

4. Each student creates a design on the front of his file folder that incorporates the answers to all 20 questions.

5. On the back of the file folders each student writes his identity as many ways as possible. (Cursive, printing, nicknames, Braille, Sign Language, codes, backward, etc.)

NORTHERN BURLINGTON COUNTY GIFTED EDUCATION CONSORTIUM
Burlington County
New Jersey

Activity Day Lesson Plan: Filmstrips

Grade Level: Sixth

Instructor: Clover Lawton, Chesterfield Township

Materials: 24 inches of filmstrip for each person
colored filmstrip pencils
"U" film frame spacing guide
paper for storyboard
tape recorder
cassette
filmstrip projector

Objectives: The student will be able to do the following:
- write a story board
- draw pictures from the storyboard to frames on the filmstrip
- tape the story
- play back the film strip and tape in synchrony

Procedure:

Introduction

Show students a brief filmstrip accompanied by a narration. Tell the students that they will be learning how to make a filmstrip.

Allow students to think of a story that they would make into a filmstrip. (They may pick a story from a fairy tale, tall tale, fable, or of their own creation.

Give students time to think of a story.

Have each student say the title of their story.

DEVELOPMENT

Story Board Between 10 - 15 Frames

Each student will be given a sheet of 18" x 12" paper.
Fold the paper down the middle lengthwise, and in thirds crosswise.
Explain that each section (on both sides of the sheet) is for writing the story. The squares will be like frames on the film strip.
Write the story in the frames remembering to draw a picture for the written work in each frame. Be sure to write the story in sequence.
Now draw a rough picture for each frame.
Loop the film strip through the "U" Film Frame Spacing Guide, dull side up.
Leave the first 5 frames blank.
Write the title.
Draw simple pictures to go with the story.
Use light colors first, dark next.
Fill in outlines.
Write credits at the end -e.g. -by Jane Gray, c. 1987.
Leave 3 blank frames at the end.

TAPING

Practice reading the story before taping. Read the story into the tape recorder, pausing for 4 seconds between each frame. (You may tap a pencil on the table to indicate that it is time to turn the film strip to the next frame.)

SUMMARY:

Play back finished tape and film strip.

EVALUATION:

Students may tell what they liked about each film strip.

Students may comment on how each film strip may be improved.

NORTHERN BURLINGTON COUNTY GIFTED EDUCATION CONSORTIUM
Burlington County
New Jersey

Activity Day Lesson Plan: Do I Know Enough?

Grade Level: Sixth

Instructor: Jennifer Ferro, Chesterfield Township

Materials:

1. T.V.
2. VCR
3. Computer
4. Follow-up Worksheets

Objectives:

This unit requires students to use the computer to sift evidence, judge its validity, decide if it is complete, and determine for themselves when to draw a conclusion.

Procedure:

Introducing the Video

Ask students to think of times when they have jumped to a conclusion about something, only to find out later that they were incorrect. For example, they may have assumed that someone was "stuck up" when in reality the person was shy. Tell students to watch in the program for ways to judge whether information is accurate and whether they know enough to draw a conclusion.

The Video (5 minutes)

Bobby's bicycle disappears when he and his friend Larry are inside a store. Bobby is sure that Eddy stole it. Eddy, an older boy who has been loitering outside the store, is a known troublemaker. Bobby and Larry go to the police to report the theft. They accuse Eddy but find that, because they do not have enough evidence, the police will not arrest him.

Discussing the Video

1. Why was Bobby so sure Eddy stole his bicycle?
2. What kind of evidence did the police officer need to arrest Eddy?
3. How can a person try to avoid jumping to conclusions?

Preparing for the Computer

1. You will need a copy of the program disk for each computer. To make extra copies, insert the disk in the disk drive and turn on the computer. When the program asks whether you are beginning or continuing the investigation, type the word COPY and then press RETURN. The computer will direct the program from there.

2. Schedule when students will use computer. (A maximum of three students should be assigned to each group.)

3. Each group of students will need paper and a pencil during the computer activity.

4. If Solutions Unlimited is to be run on an Apple IIe direct students to keep CAP LOCK on.

The Computer Activity

Students attempt to solve the problem of who stole Bobby's bicycle. They may ask no more than thirty questions, five per round for up to sixth rounds. They may accuse someone at any time after the first round and will be asked to give evidence supporting their accusations. The program ends when they correctly identify the thief or when they make their second incorrect accusation.

Students should take notes during the activity, keeping track of what they ask, whom they ask, and what each response is. Students should not make an accusation until they have crosschecked their notes and are satisfied that they have enough information.

NORTHERN BURLINGTON COUNTY GIFTED EDUCATION CONSORTIUM
Burlington County
New Jersey

Activity Day Lesson Plan: ESP

Grade Level: Sixth

Instructor: Susan Skinner, Springfield Township

Materials:

ESP Test Kit - Lab Aids #44
ESP Cards
Color Perception Cards
Dice
ESP Data Charts
Psychokinesis Charts
Paper
Pencils
Paper Cups
Telephone Directory

Objectives:

1. All participants in the workshop will gain insight in extrasensory perception.

2. All participants in the workshop will learn to collect and record ESP data.

3. At the conclusion of the workshop, all participants will begin to form an opinion as to whether or not ESP exists.

Procedure:

1. Open lesson with the following questions:
   a. What is ESP?
   b. Does everyone think s/he may have ESP?

2. Introduce the definition of ESP.
   Extrasensory perception - Acquiring information which could not have been received by normal sensory means.

3. Explain 5 types of ESP
   a. Telepathy - mind reading
   b. Clairvoyance - second sight, awareness of objects
   c. Precognition - perception of a future event by means of ESP
   d. Psychokinesis - mind over matter
   e. Extraocular Vision - perception of visual sensations without use of eyes

4. Clairvoyance Experiment
   a. Pass out ESP Data Charts and pencils
   b. Introduce the ESP cards with the symbols *, O, +, □, ~
   c. Shuffle ESP cards, cut deck, and place face down on table
   d. Start the test as follows:
      1) Lift top card from the deck and place it face down in the center of the table. Allow it to remain there for 15 - 20 seconds.
      2) Pick up the card, still face down and place it face down on the left side of the table.
      3) The students attempt to identify the ESP cards, recording their responses on the ESP Data Chart under "G" for guess.
      4) The next card is picked up and the process is continued until 10 cards have been transferred.
      5) After this trial of 10 cards, the true answers are recorded under the "A" on the Data Chart and the results compared. The number of hits can be scored and marked on the chart.
   e. Several more trials of this test should be run with the deck being reshuffled for each trial.
   f. Use the rating table for the evaluation of scores obtained from this test.

5. Psychokinesis Experiment
   a. Write a number 1-6 on each of sixth pieces of paper. If more than sixth students make two sets of papers. Fold the papers so that the number is not visible.
   b. Distribute a folded paper to each student. This assigns a number to each student.
   c. No student should reveal the number received.
   d. Each student must now concentrate on having a die fall on the number given.
   e. When the dice and paper cups have been distributed to each student, s/he tosses the die 6 times in a trial by vigorously shaking it in a cup before releasing it on the table. All the sixth numbers are written on the Psychokinesis Charts.
   f. After all the students have tossed the die 6 times each, the results are examined and compared to the number concentrated on.
   g. If a number has appeared twice in 6 tosses and corresponds to the number concentrated on there is a possibility of ESP ability. If it appears three times, then it is possible to assume the die was influenced by psychokinesis. This student should be tested in trials of 24 tosses.

6. Precognition Experiment
   a. Pass out ESP Data Charts.
   b. Instruct the students to write down in the "G" column of the chart a set of ESP symbols which they anticipate will match the target symbols when the randomized target order has been selected.
   c. A truly randomized target order is obtained as follows:
      1) Mark on a pair of dice "R" and "L" for right and left respectively.
      2) Throw the dice twice and record the faces.
      3) Using the telephone directory, let the first pair of numbers indicate the page and the second pair the number of names to count off before beginning on that page.
      4) With the beginning point now indicated, select the second column of numbers from the right.
      5) Agree with the students that numbers 1 and 6 will be circle, 2 and 7 plus, 3 and 8 waves, 4 and 9 squares and 5 and 0 stars.
      6) Go down the column in the telephone directory and take the first 10 numbers converting them to symbols. This provides the target order for the first trial. Going on to the next 10 numbers would give the target order for the second trial and so on.
   d. Compare the students predictions with the target and record the hits.
   e. Use the rating table for the evaluation of scores obtained from this test.

7. At the completion of experimentation and interpretation of data, students may conclude:
   a. "ESP is rubbish"
   b. "ESP exists"
   c. "ESP could be, but who knows"
   d. "ESP is an area that requires more and better research"
   e. Something else

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NORTHERN BURLINGTON COUNTY GIFTED EDUCATION CONSORTIUM
Burlington County
New Jersey

Activity Day Lesson Plan: Properties of Light

Grade Level: Sixth

Instructor: Ruthe Martz, Mansfield Township

Materials: Art terminology

Visual:
1. Radiation - example
2. Repetition - example
3. All-over pattern - example

Zerox:
1. Light and Sight booklet
   Reproducing the booklet offers an opportunity for review and experimentation and doing some projects not done in activity.
2. Directions for completion of periscope

Materials needed for mini-experiments:
1. Flashlights (one per student is best. If this is impossible, three will suffice.
2. Pieces of lined paper
3. Saran Wrap
4. A few objects to demonstrate opaque, translucent, and transparent concepts.
5. Lamp
6. At least 3-8 tennis balls per child
7. Three large mirrors; 1 small mirror
8. Aluminum foil
9. One object dark blue and one white
10. Drawing paper and pencils (1 per child)
11. Three mirrors taped together
12. Shallow pan, pitcher of water, penny
13. Salt
14. 1 transparent glass (to be filled with water from pitcher)
15. At least six magic marker sets
16. Elmer's Glue
17. Rubber bands

Special Kit: Periscope kit - there are 6 periscopes in the kit. If more than 6 students participate, then 2 kits are needed. Also, the Light and Sight booklet is included in the kit. Order from: S & S

Objectives:

After instruction students will be able to construct working periscopes.

After instruction students will be able to demonstrate increased awareness of light and its properties including: generation of light, needs for light, speed of light, movement of light, nature of light.

Procedure: **Special advice: This lesson demands use of every second of time. In order to complete all planned, it is advised to follow the exact order of activities listed.

Suggested set-up of materials:

1. Have materials for completion of periscopes set up at each student's place. (2 ends, middle cardboard, 2 mirrors, 1 glue, 7 rubber bands, 1 set magic markers, 1 booklet)

2. Have pencils, mirrors, flashlights readily available in middle of table where all students can sit together works best.

3. Have science materials set up to expedite experiments at another table.

Lesson:

1. Introduction of instructor, each participant and goal of activity to "break the ice".

2. Demonstrate proper use of markers to work as quickly as possible - Large vertical strokes from top to bottom - have students take the two ends of the periscope and cover them with marker in their color of choice in manner suggested. Emphasis must be on doing as quickly and evenly as possible. While students are covering the ends of the periscope, verbal discussion and interaction of the following should take place:
   a. Objects which give light
   b. Why light is needed, repercussions if there were none
   c. What is light?
   d. Speed of light waves
   e. Movement of light

3. When first student completes coloring ends, demonstrate folding and gluing of ends of periscopes. I have found this necessary to be done first so that mirrors will not fall out. Placing rubber bands around ends helps keep them together. Glue mirrors (stress JUST ENOUGH glue to hold mirror in place - too much glue will not dry in time) and set aside.

4. Quick discussion of three concepts covering the center tube of the periscope. Radiation, repetition and all over patterns are demonstrated. Students make quick sketches on flat piece of cardboard center of periscope with pencils. Suggest limitation of three or four colors helps in completion on time. Use of long vertical strokes to cover area is stressed again. I have found outlining of area, then filling it in keeps periscopes neat.

5. After students have made their sketches and begun filling in, stop temporally to quickly present mini-experiments.
**All of these are shown in booklet

6. Discuss and demonstrate concepts of transparent, translucent, and opaque objects.

7. Have one student come up to work with you to demonstrate "shadow" using a flashlight - having the student move close and far away shows size differentiation and delineation of shadow - make mention of term "silhouette".

8. Have one or two other students come up to demonstrate "monster" shadows.

9. Have a few students take tennis balls and demonstrate bouncing of light.

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10. At this point, students must begin coloring of centers of periscopes. It may seem confusing, but as they are coloring, the rest of the mini-experiments are discussed. You can still use one student and in important areas everyone temporarily stops coloring.

11. Keep rotating students so that all are involved at some point. Have one or two come up and with large mirrors on floor and flashlights demonstrate bouncing of light (to ceiling).

12. Discuss bouncing of ball on wood or carpet surfaces. Have student think about what would happen to four objects on table, when light is bounced off them - dark blue paper, white paper, crumpled foil, and flat foil - then prove thoughts.

13. Have all student stop and pick up small mirror from the center of the table. Have them look in the mirror and touch their left ear, then right eye to discover reversal of images in mirror.

14. Show students mirror writing - it is fun to have their names written ahead of time and then have them put paper in the mirror to discover names and give to the right child.

15. Have three mirrors taped together with one penny, show how three pennies can be seen and by closing in angles what happens to the number of pennies which can be seen.

16. Have students begin to color again. I find this part is fun for the children. I tell them I'm going to turn my back and they can make any face or movement at me. Then I go through one at a time and use the mirror to tell them what they are doing.

17. As students color their periscopes, have discussion on light and color.

18. As students continue to color, set up pencil and salt, and pan with water in visible area for all to see. Pour salt on table and roll pencil to demonstrate slowing down of object.

19. Have a student pour water into the glass and place his pencil - going around from student to student to show the bent pencil gives each the opportunity to see it and others to continue to color as every minute is very important.

20. Have one student at a time come up to discover the slowing down of light with water and the penny in the shallow pan.

21. By this time at least one student has completed coloring the center. Demonstrate procedure for folding and gluing using this students' center. Then put top and bottom of periscope on to center using glue and rubber bands. Use this student to assist then others in domino effect until all are completed.

22. Discuss the double housing effect by using two mirrors of the periscope - have fun brainstorming the uses of the periscope.

23. If by chance, a student has not completed his/her project, have a zerox copy of directions to give.

24. Students can use their periscopes to look around corners, etc. if time permits.

Students really enjoy having a project to show others in addition to learning concepts of light.

NORTHERN BURLINGTON COUNTY GIFTED EDUCATION CONSORTIUM
Burlington County
New Jersey

Activity Day Lesson Plan: Dracula Was Not a Bat

Grade Level: Sixth

Instructor: Jane Sikora, No. Burlington Jr. High School

Materials: Dracula Was Not a Bat booklet
(teacher made resource book)

Objectives: To bring about a more positive attitude about bats

Procedure: Discuss some of the more prevalent beliefs about bats:

1. Superstitions
2. Literature (Dracula) legends
3. * Vampire bats

Through questioning, get students to understand why there are so many misconceptions about the mammals.

NOTE: Dracula Was Not A Bat booklet was prepared by Independent study class at Northern Burlington Jr. High School expressly for this presentation. Mention use of bibliography for further research.

OUTSIDE SPEAKERS: Grade 6 Activity Day

As noted, outside speakers serve as student learning facilitators. During the past four years of the NBCGE Consortium Activity Days, grade 6 students have enjoyed positive experiences, increased knowledge, career awareness, ideas and avenues for their wise use of leisure time in sessions with outside guest speakers/instructors.

Program presented: Zap Rap
Jersey Central Power and Light Representative

Students gained information on energy, power, light, and electricity and were afforded opportunities to express knowledge in creative writing for a slogan and song contest. An array of multi-media and take home materials enhanced the session.
** PSE&G and AT&T offer similar workshop

2. Program presented: Shipwrecked
World Book - Childcraft/Division of World Book Co.

Students gained awareness and knowledge through an information gathering game using encyclopedias. Game's rules mirrored research rules and operations of play simulated a board game.
**Other Book companies offer similar student learning sessions.

3. Program presented: Cartooning and Designing Ads
Trentonian Daily Newspaper - NIE Coordinator

Students learned creative writing and the correlation of advertising phrases with graphics. In addition, students gained experience in the organization of information, newspaper page layout, and story reporting.
** Similar services are available from your local newspaper, especially those with an NIE department.

4. National Emergency Medical Technical Association

Students gained insight into emergency techniques such as CPR and the Heimlick Maneuver. In addition, avenues to further one's education through area courses were shared.
** Most emergency squads and local hospitals offer similar workshops for six grade student.

5. Calligraphy - Parent Volunteer

Students gained knowledge and hands on experience with calligraphy/artistic lettering
** Many print shops will provide teachers with contact persons involved in calligraphy.

6. Art For Fun and Profit - Parent Volunteer

This workshop was a presentation of relevant and timely avenues for art competition. The workshop enabled students to create and submit calendar designs for SAGE-FOG Fifth Annual Calendar Contest.

Words of Caution: Always prepare outside guest speakers for student audiences; (i.e. number of students in attendance, schedule, length of session, students unique intellectual characteristics and curiosity, students abilities, any needs or shortcomings, available facilities, etc.) In addition, the Site Facilitator or a teacher should be available to assist guest speakers.

A Speakers Resource File is available. See order form - page 39.

Outside Guest Speakers for Activity Days
Grades 3-8

Guest speakers engaged in our Activity days are community service representatives and local business and professional volunteers. Consequently, they are concerned with the education of youth and their services are without financial charge.

Guest speakers and instructional unit presenters have come from our local community college, hospitals, medical centers, physician groups, newspaper offices, utility companies, banks, businesses, parent organizations, and community volunteer organizations.

Guest speakers' sessions offer information in verbal and visual presentation, discussion, and dissemination of information. They include an activity, simulation and/or hands-on learning experience. Local newspaper staff members taught techniques of journalism, writing and editorial, designing an ad, cartooning, layout, and design. Students expanded their creative writing, organizational and mathematical skills to develop an actual newspaper page or advertisement. The Newspaper In Education staff shared numerous materials for carry over into the classroom and provided opportunities for student to act as mentors and academic leaders upon their return to the regular classroom.

Local hospitals, medical centers, doctors, and nurses offered a variety of learnings including burn safety, first aid, CPR, ambulance volunteer emergency squad strategies, taking pulse, blood pressure, and babysitting safety pointers. Health topics also included dental health, cleanliness and germ awareness, nutrition, exercise for fitness, and drug and alcohol awareness.

Local book companies presented unique lessons involving an encyclopedia scavenger hunt for facts and an introduction to calligraphy. A local travel agent took students on a math cruise integrating measurement, calculations, and metrics with geography.

Parent volunteers offered student information and pointers in creative writing and art and avenues for publications and exhibition of their work. Other parent taught our young people sign language, tracking storms on weather maps, government investigation strategies, exercise for stress reduction, and computer literacy. In addition, parents facilitated a variety career awareness sessions and opportunities for related field trips.

NORTHERN BURLINGTON COUNTY GIFTED EDUCATION CONSORTIUM

SAMPLE AGENDA

9:30	-	Arrival
9:40	- 10:25	Activity I
10:30	- 11:15	Activity II
11:20	- 12:15	Lunch - Special Guest Presentation
12:20	- 1:05	Activity III
1:10	- 2:05	Activity Iv

Grade 3 Activity Day Sessions include:

1. Kaleidoscope - Ruthe Martz
2. Can You Zooley - Janice Ordog
3. Gnomes - Sue Skinner
4. Kitchen Magic - Clover Lawton
5. Geometry - David Kahley
6. Computer Games - Jennifer Ferro
7. Memory - Helena Kosoff
8. Take a Math Trip - Rubie Gregory, Teacher/Travel Agent
9. Safety Tips - McGuire Air Police
10. Sign Language - Pat Roman
11. Cartooning - Mrs. Barron, The Trentonian
12. Meet the Sheriff - Sheriff Metzger
13. The Magic of the Printed Word - Philadelphia Inquirer, NIE Coordinator
14. The Dentist is Coming - A Local Dentist
15. Orienteering - Eileen M. Heffner

Grade 4 Activity Day Sessions include:

1. Bet You Can't - Ruthe Martz
2. Newspaper Math - Ron Martin, Burlington County Times
3. Bubble Making, Sue Skinner
4. Computer Games - Jennifer Ferro
5. Word Games - Eileen Heffner
6. You and Your Local Paper - New Egypt Press
7. Safety for Babysitting - Barbara Lewis, St. Barnabas Hospital
8. Castles - Clover Lawton
9. Zap Rap - Jersey Central Power and Light
10. Friendship - Janice Ordog
11. Math Magic - Helena Kosoff
12. Roddles - David Kahley
13. Don't Get Sick - Vi Gale
14. New Jersey and You - PSE&G
15. Relax - Don't Be Afraid of a Test - Hampton Hospital
16. Take a Math Cruise - Teacher/Travel Agent

Grade 5 Activity Day Sessions include:

1. Optical Illusions, Ruthe Martz
2. Bright Ideas, Jersey Central Power and Light
3. Young Astronauts, Sue Skinner
4. Espionage, B. Bohnenskiel and H. Kosoff
5. Computer Game, Jennifer Ferro
6. Drawing with Coordinates, Clover Lawton
7. Safety for Babysitting, Barbara Lewis, St. Barnabas Hospital
8. Will It Snow? Major Stanley
9. Art for Fun and Profit, Mrs. Hater
10. Jersey Devil, Jane Sikora
11. Emotions and Arts, Janice Ordog
12. Ecco Systems, (Voyage of the Mimi) David Kahley
13. Pirate's Gold, (Voyage of the Mimi) E. Heffner and B. Stronstorff
14. World Book, Mrs. Hudak
15. Calligraphy, Kathy Barron
16. Hurricane, (Voyage of the Mimi) Sue Skinner
17. Sign Language - Parent Volunteer
18. Heat and Light Experiment, (Voyage of the Mimi) School Superintendent
19. Design An Ad - Burlington County Times, NIE Coordinaator
20. Journalist For a Day - Trenton Times, NIE Coordinator

Grade 6 Activity Day Sessions Include:

1. E.S.P. - Sue Skinner
2. Handwriting Analysis - Helena Kosoff
3. Do I Know Enough? - Jennifer Ferro
4. Who Am I? - Janice Ordog
5. Nat'l Emergency Med. Tech. Assoc. - Maj. Bohlin, MAFB Clinic
6. Writing for Fun and Profit - Eileen Heffner
7. World of Bats - Jane Sikora
8. Shipwrecked - Pam Hudak, World Book Encyclopedia
9. Properties of Light - Ruthe Martz (double session)
10. Cartooning and Designing Ads - Ms. Barron/Peterson
11. Part Changing for Problem Solving - David Kahley
12. Making Filmstrips - Clover Lawton (double session)

Grade 7 and 8 Activity Day Sessions include:

1. Visit to a Military Installation
2. Career Days

(Grades 7 & 8 also interact with grade 6 students on Grade 6 Activity Day)

** Activities are repeated up to four (4) times each Activity Day.

HOW TO EVALUATE AN ACTIVITY DAY

1. Each session instructor takes 3 - 5 minutes at end of the session to obtain the students' evaluation which includes:

   A. impact on students;

   B. value to students' lives, careers, leisure activities;

   C. carryover and coordination with regular school studies;

   D. future use;

   E. recommendation to others;

   F. suggestions for future sessions.

(These are collected by Site Facilitator at the end of each session and returned to a file in a central location.)

2. At the end of the Activity Day, students, presenters, and visitors complete an overview evaluation which includes:

   A. impact of Activity Day as a whole upon participant;

   B. value of peer interactions among consortium districts' students;

   C. value of varied teaching styles (different teachers, guest speakers);

   D. coordination with regular school studies;

   E. student feedback for carryover into daily instruction;

   F. suggestions for future Activity Days; (i.e. programs, class size, time considerations, locations, organizations, and businesses which may assist, etc.)

3. Follow up staff meetings to discuss evaluation and incorporate input for appropriate adjustment for future Activity Days.

Resources available in Gifted Education, compiled by EIRC.

APPENDIX

NORTHERN BURLINGTON COUNTY GIFTED EDUCATION CONSORTIUM
STUDENT IDENTIFICATION MATRIX

Northern Burlington County Regional	New Hanover	North Hanover	Chesterfield	Florence	Mansfield	Pemberton Boro	Springfield		IDENTIFICATION INSTRUMENTS
						X			Screening Committee
		X		X	X	X	X		Parental Consent
				X		X			Student Consent
	X								Teacher Indicator Potential Scale
	X	X	X		X	X	X		Parent Recommendation
	X	X	X	X	X	X	X		Teacher Recommendation
X		X							Self Inventory
		X	X	X					Rezulli-Hartma - Learning Scale
		X	X						Rezulli-Hartman - Motivational Scale
		X	X						Rezulli-Hartman - Creativity Scale
									Rezulli-Hartman - Leadership Scale
					X				Torrance Creativity
X	X	X		X	X		X		Report Card (grades)
	125+				125+		no cut off		CAT - Group I.Q. - 120+
	X	X	X	X	X		X		
X	X	X	X	X	X	X	X		CAT - Reading - 90+ percentile
X	X	X	X	X	X	X	X		CAT - Math - 90+ percentile
X	X				X	X	X		CAT - Language - 90+ percentile
				X	X	X	X		CAT - Composite Score
			120		125+				Individual I.Q. - WISC-R Revised
			X		X	X			
					X		X		Individual I.Q. - Slosson
									K-I - Peabody Individual Achievement Revised
			X						
									K-I - Peabody Picture vocabulary Test Revised
			X						
		X	X						Modified Baldwin Identification Matrix
		X	X	X					CST input, screening, etc.

GRANT ACTIVITIES SUMMARY

PROGRAM OUTCOMES	STRATEGY	TIMELINE FOR COMPLETION										EVALUATION	SUMMARY
		S	O	N	D	J	F	M	A	M	J		
Organization and administrative strategies for interschool cooperative programs	Administrative procedures listed in Operations Guide	X	X	X	X	X	X	X	X	X	X	Administrator response	100% respondents consider beneficial
												Teacher narrative response	Favorable response in narrative reports
Community Involvement	Parent Advisory Council, Parent Learn-in, Guest Speakers, Program Assist., Super Saturdays Trips, Chaperones		X	X	X			X	X	X	X	Checklist	100% respondents favorable
												Observation	Generally favorable, 20% parent response to Learn-In
Operations Guide	How to Manual, Goals, Activities, Procedures, Core Curricula										X	Educator response to materials available	Completed June, 1989 Educator response to be seen
Identification Matrix	Compilation of ID procedures for member districts						X					Completion	Completed February, 1989, included in Appendix of Operations Guide
Activity Days	One per grade level (3 - 7)		X		X		X		X	X		Checklist parent	100% respondents favorable
												student/teacher	97% favorable/99% favorabl
												Oral feedback	Almost always favorable
												Carry over	69% of parents agree
Computerized inventory of materials and resources	Computer file of member districts' resource materials and visuals	X			X		X	X				Number of request from teachers	6/30/89 7 requests - service not yet publicized
Evaluation procedures	Research of evaluation procedures for gifted education compilation	X	X	X	X	X	X	X	X	X	X	Consortium staff narrative and instruction	Procedures researched, evaluated, adopted, and implemented
Staff Inservice	Share district in-services, outside speakers, resource materials, professional journals, faculty meeting, teacher sharing	X	X		X	X		X		X		Checklist, informal sharing of information	Collated and disseminated information within and outside consortium
Parent Inservice	Parent Learn-in, Sample Activity Days, Advisory Council, Newsletter	X			X	X			X	X		Checklist	100% respondents favorable
												Narrative Feedback	Comments indicate interest in continuing programs

STUDENT OUTCOMES	STRATEGY (How taught)	COMPLETION TIMELINE										EVALUATION	SUMMARY
		S	O	N	D	J	F	M	A	M	J		
Students will apply higher level thinking skills to resolve problems requiring logic and creative thinking	Teaching strategies; Content of Activity Days lessons; Carry over into daily instruction	X	X	X	X	X	X	X	X	X	X	Student Checklist Tchr. Observation Teacher Feedback (Narrative)	58% respondents improved 77% perceive improvement Positive to enhance daily instruction
Students will increase divergent thinking skills	Lesson Content		X		X		X		X	X		Student Checklist Tchr. Observation Standard Test	68% respondents improved 88% observed Not administered
Student will exhibit increased leadership	Lesson content; Peer teaching; student taught parents at Parent Learn-in	X	X	X	X	X	X	X	X	X	X	Student Checklist Observation Teacher Feedback	68% respondents increased 88% observed increased leadership among participants
Student will extend knowledge gained in leisure time	Classroom follow-up with reinforcement based on interest.	X	X	X	X	X	X	X	X	X	X	Tchr. Observation Parent Survey Student Survey	77% increased 68% respondents agree 62% respondents agree
STAFF/COMMUNITY OUTCOMES													
Teachers will use varied teaching strategies, resources, learning styles	Teacher Inservice; Subscriptions to professional journals; Observation of other consortium teachers; Conferences.		X		X		X		X	X		Checklist	88% teachers have increased their use of varied strategies and resources
Teachers will exhibit increased positive attitudes toward gifted education because of collaborative effort	Idea sharing and support among consortium teachers and their districts' teachers.	X	X	X	X	X	X	X	X	X	X	Survey Observation Feedback	100% surveyed indicated increased positive attitud 88% consortium staff and administration note increase in positive attitude and sharing
Parents will become aware of need for improved gifted education	Parent Advisory Council; Parent Learn-in; Newsletters; Parent night for gifted program	X	X	X	X	X	X	X	X	X	X	Survey Narrative Feedback	100% respondent favorable Comments indicate interest in continuing programs

ACTIVITY DAY DISTRICT TEACHER CHECKLIST

DAY/DATE_____TIME START_____FINISH_____

GRADE LEVEL/SUBJECT_____

LOCATION_____

TASK	COMPLETED	COMMENT
Notify principal/administrator		
Notify affected teachers		
Notify students		
Notify parents		
Send permission slips home		
Survey students for needs/ offerings		
Notify bus coordinator		
Arrange bus transportation		
Confirm bus transportation		
Assign students to classes		
Submit room/equipment requests		
Prepare/update lesson plans		
Assemble materials and supplies		
Arrange for parent volunteers/ chaperones		
Publicize event		
Confirm permission slip return		
Remind students, parents, tchrs, admin, etc.		
Evaluate students' participation		
Evaluate day from teaching point of view.		

ACTIVITY DAY CHECKLIST

SITE FACILITATOR

DAY/DATE_____TIME START____FINISH____

GRADE LEVEL/SUBJECT_____

TASK	COMPLETED	COMMENT
Assign classrooms		
Set up rooms		
Arrange for A-V equipment		
Arrange for supplies		
Arrange for lunch facilities		
Arrange for bathroom facilities		
Arrange for parking cars & buses		
Arrange for time signals		
Arrange for photos/video to be taken		
Arrange for registration		
Supply evaluation forms		
Collect evaluation forms		
Provide messengers		
Prepare and display classroom signs		

ACTIVITY DAY FACILITATOR CHECKLIST

DAY/DATE _____TIME START_____FINISH_____

GRADE LEVEL/SUBJECT _____

TASK	COMPLETED	COMMENT
Assignment of date		
Confirmation of date		
LOCATION		
Determine location		
Confirm location		
Assign Site Facilitator (SF)		
PREPARATION		
Instruct Site Facilitator		
Review SF's tasks		
Arrange for nurse on call emergency med. list		
Locate guest speakers		
Confirm guest speakers		
Brief guest speakers		
Arrange lunchtime activity		
Confirm lunchtime activity		
Prepare class lists		
Prepare name tags		
Approve room assignments		
Arrange for pub. relations		
Confirm transportation		
Develop emergency/substitute lesson plans		
Collate/analyze evaluations		
Ensure bills are paid		
Confirm thank you letters, letters to files, etc.		

OTHER CONCERNS

NORTHERN BURLINGTON COUNTY GIFTED EDUCATION CONSORTIUM

FOURTH GRADE ACTIVITY DAY

FEBRUARY 7, 1989

Dear Boys and Girls,

We hope you are enjoying these activities. Please help us evaluate our activities so that we can make them even better.

Complete PART I after each activity. Complete PART II at the end of the day. Circle the number that matches your opinion.

(1) Strongly Agree
(2) Agree
(3) Disagree
(4) Strongly Disagree

PART I

Name of Activity _____

A. I learned something new in this activity.	1	2	3	4
B. This activity kept my interest.	1	2	3	4
C. I would like to learn more about this subject.	1	2	3	4
D. I will share what I have learned with my family.	1	2	3	4
E. I will share what I have learned with my friends and classmates.	1	2	3	4

Please tell us what changes you would make to improve this activity.

_____

_____

_____

Thank you for your help.

The Consortium Teachers

PART II

Please complete this part at the end of the day.

A. I am glad I came to Activity Day.	1	2	3	4
B. I like working with boys and girls from other schools.	1	2	3	4
C. I like working with teachers from other schools.	1	2	3	4
D. I enjoyed the lunch time activity.	1	2	3	4

Which activity was most interesting to you? _____

_____

_____

What kind of activities would you like for the next Activity Day?

_____

_____

Thank you again for your help. We hope you have had a good day.

The Consortium Teachers

NORTHERN BURLINGTON COUNTY GIFTED EDUCATION CONSORTIUM

Teacher/Administrator Evaluation Form

Please complete and return at your earliest convenience.

1. What do you feel are the benefits of a consortium such as ours?

2. How has membership in the NBCGE Consortium helped you in your daily instruction for student academic enrichment?

3. What do you see as future goals and activities of the consortium?

4. List resource persons and businesses who may serve as presenters or learning facilitators in upcoming Activities Days?

5. Note any other comments about the consortium?

Name _____ District _____

Consortium Teacher's Evaluation of Activity Day Data

1. Review student evaluation of activities and summarize.

2. With building teachers note carryover into classroom and leisure activities. Site examples.

3. What long term effect do you see as end product of activity days. Be specific.

4. Cite observation of teaching styles and impact upon activity day.

5. Cite observation of learning modes and impact upon activity day.

6. Note any comments and suggestions for improving activity day.

7. During break time, list classes observed and note your observations.

Use back if necessary

NORTHERN BURLINGTON COUNTY GIFTED EDUCATION CONSORTIUM
BURLINGTON COUNTY, NEW JERSEY

COMMUNITY RESOURCE SURVEY

TO: Parents in the Northern Burlington Consortium Community

FROM: The Teachers of the Gifted and Talented

The Northern Burlington County Gifted Education Consortium is dedicated to providing stimulating activities and experiences for the gifted and talented students enrolled in our districts. In order to do this, the consortium would like to make better use of you, the parents of these students, and our community resources. We know that in our community there are represented many professions, vocations, trades, hobbies, and special interests. We hope that you will be willing to share your knowledge with our students.

We would appreciate it if you would fill out this form and return it as soon as possible to your child's school. Thank you for your cooperation.

****

Name_____ Address_____

Home Phone_____ Business phone_____ Occupation_____

Number of children enrolled _____ Grade Levels: K 1 2 3 4 5 6 7 8
(Please circle numbers above.)

Listed below are suggested areas that will supplement the curriculum for our children. You are the resource person; please make available to us your expertise or area of interest. Fill in any of the following areas with the appropriate information. (Please include such items as: lecture, products, displays, written materials, field trips, etc.)

SCIENCE:

_____	Astronomy	_____	Health
_____	Botany	_____	Microbiology
_____	Conservation	_____	Ornithology
_____	Ecology	_____	Weather
_____	Entomology	_____	Other
_____	Geology	_____	Other

SOCIAL STUDIES:

_____	City Government	_____	Peace Corps
_____	Economics	_____	Politics
_____	Geography	_____	Service Organizations
_____	Indian Lore	_____	Travel
_____	Modern Problems	_____	Other

If you know of someone with a special talent, whether in the community or not, please fill in below:

Name_____ Address 49

Phone_____ Area of Speciality_____

Community Resource Survey - continued

Please let us know about your non-academic areas of interest and expertise. Indicate whether lecture, products, demonstration, displays, written materials, or field trip.

_____ Arts and Crafts
_____ English (literature)
_____ Foreign Language (specify)_____
_____ Insurance
_____ Journalism
_____ Marketing
_____ Media (specify)_____
_____ Music (specify area)_____
_____ Mathematics
_____ Computers
_____ Retail Business (specify type)_____
_____ Social Work
_____ Special Knowledge in Sport or Skill _____
_____ Theater
_____ Other _____
_____ Other _____

HOBBIES:

_____ Antiques
_____ Archery
_____ Boating
_____ Coin Collecting
_____ Fishing
_____ Gun Collecting
_____ Horsemanship
_____ Model Cars or Airplanes
_____ Painting (specify medium)_____
_____ Photography
_____ Stamp Collecting
_____ Other_____
_____ Other _____

PROFESSIONS AND/OR TRADES: (Please check only)

____ Actor or Actress
____ Architect
____ Dentist
____ Doctor (General Practice)
____ Doctor (Specialist)
____ Educator
____ Engineer
____ Electrician
____ Fireman
____ Food Processing
____ Legal Professions_____
____ Mechanic
____ Plumber
____ Policeman
____ Refrigeration
____ Surveyor
____ Veterinarian
____ Other (specify) _____
____ Other _____
____ Other _____

Thank you for helping us offer our students the best education our consortium has to offer.

Consortium for Elementary Gifted Education, Grades 2 - 8.

The Consortium is a model of collaborative goals, curricula, resources, and activities to effectively serve academically talented elementary students. An Operations Guide includes: goals and objectives, an identification matrix, Activity Day procedures, teaching units, evaluation instruments, and resources to facilitate program adoption.

North Hanover Township Schools, Challenger School, School Road, McGuire AFB, NJ 08641
Contact: Helena Kosoff, (609) 723-7200

Available Consortium Materials

A.	Operations Guide (40 pages)	$8.00
B.	Tri State Area Activities Guide (NJ, NY, PA) (14 pages)	$3.00
C.	Activity Day (Grade 6) (Lesson plans and student materials)	$3.00
D.	List of Consortium Instructional Materials	$1.50
E.	Getting student's Articles in Print	$1.00
F.	Making Your Art a Winner (Area contests and exhibits)	$1.00
G.	Summer Quest/Summer Calendars (K-5 to grade 6) (60 pages)	$9.00
H.	Speakers Resource File (Burlington/Mercer/Ocean/Camden Counties)	$2.00

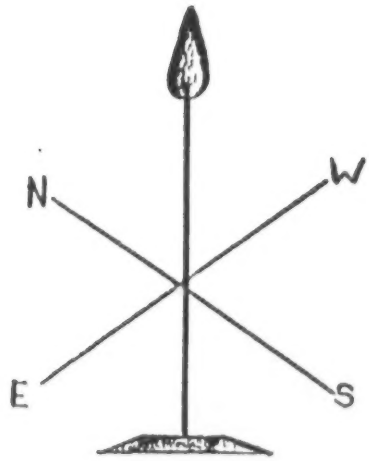
ORDER BLANK

	Quantity	Unit Price	Total Amount
A.			
B.			
C.			
D.			
E.			
F.			
G.			
H.			

Total Enclosed _____

Make checks payable to:

North Hanover Township Board of Education
Challenger School
School Road
McGuire AFB, NJ 08641
ATTN: Helena Kosoff



From:
NORTHERN BURLINGTON COUNTY GIFTED EDUCATION CONSORTIUM
Challenger School
School Road
McGuire AFB, NJ 08641

Stamp

AN ENCOUNTER WITH INQUIRY

NORTHERN
BURLINGTON COUNTY
GIFTED EDUCATION
CONSORTIUM